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ABSTRACT

This volume contains test questions for conducting formative evaluation for the series of eight units designed to introduce population concepts into eighth grade American history curriculum (SO 013 782-787). Roughly, two questions, corresponding to each day's lesson and arranged according to episodes, are found in this resource. They deal not only with intellectual skills in inquiry, but they also seek, where appropriate, the clarification of values and attitudes of students. Examples of a few questions and tasks students are asked include (1) listing desirable factors in choosing a place to settle; (2) marking appropriate locations for a school, city hall, home etc. on a map depicting a modern city; (3) answering brief essay questions, such as why a colonial farmer might want to have many children; and (4) stating a hypothesis about how the proportion of people living in a rural area would change as a country becomes industrialized. (Answers are provided for the teacher to some of the test questions). The same instrument may be used before and following instruction as pretests and posttests to ascertain the effectiveness of the material. These instruments are designed for formative evaluation of the goals of each day. Thus, it is expected that the results of the tests will be used by the teacher to improve instruction. (NE)

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RESOURCE MATERIAL DEVELOPMENT: POPULATION DYNAMICS IN EIGHTH GRADE AMERICAN HISTORY

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Formative Evaluation Instruments

The Florida State University
Tallahassee, Florida
1974

SØ13788

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INTRODUCTION

The evaluative tests are designed as models for conducting formative evaluation on the eight population episodes. There are roughly two questions corresponding to each day's lesson, arranged according to episodes. The questions deal not only with intellectual skills in inquiry and analytical thought, but where appropriate they also seek clarification of values and attitudes of students. The instruments may be administered as pre-and-post-tests to ascertain the effectiveness of the material. Naturally, teachers should feel free to develop their own instruments of evaluation along these lines, using these questions as prototypes.

It is important to keep in mind that these instruments are designed for formative evaluation (feedback), and not for summative evaluation (i.e. assignment of grades). The instruments seek to establish the teacher's as well as the program's performance--the extent to which the goals and objectives of each day are accomplished. Since it provides continuous feedback while the learning process is still in progrss, formative evaluation enables the teacher to become aware of difficulties and areas which need further clarification, in time to work out the snags with the students. Hopefully, these evaluative tests will aid the teacher to enhance the conditions for learning.

UNIT II - Settling People in the American Colonies

DAY 1

1. What factors affected the settlement patterns of Indians?

2. Was there conflict between the white man and the Indian? If so, why?

DAY 2

1. List some desirable factors in choosing a place to settle.

2. What would happen if you did not conserve the resources in your settlement? What would you do if the resources you needed for your way of life were no longer available in your settlement?

DAY 3

1. Were the characteristics of the early American colonists different from the characteristics of the people in England at the time? Why or why not?

   [Answer: Only certain kinds of people migrated from England to America; such as the young, strong and healthy men, the wealthy and indentured servants. Also, once they got here their social patterns became different. For example, they began to get married at a much earlier age since they were able to without the economic restrictions present in England. They also made laws which made education more prevalent among the people.]

2. What do the laws of a country tell you about the people living there?

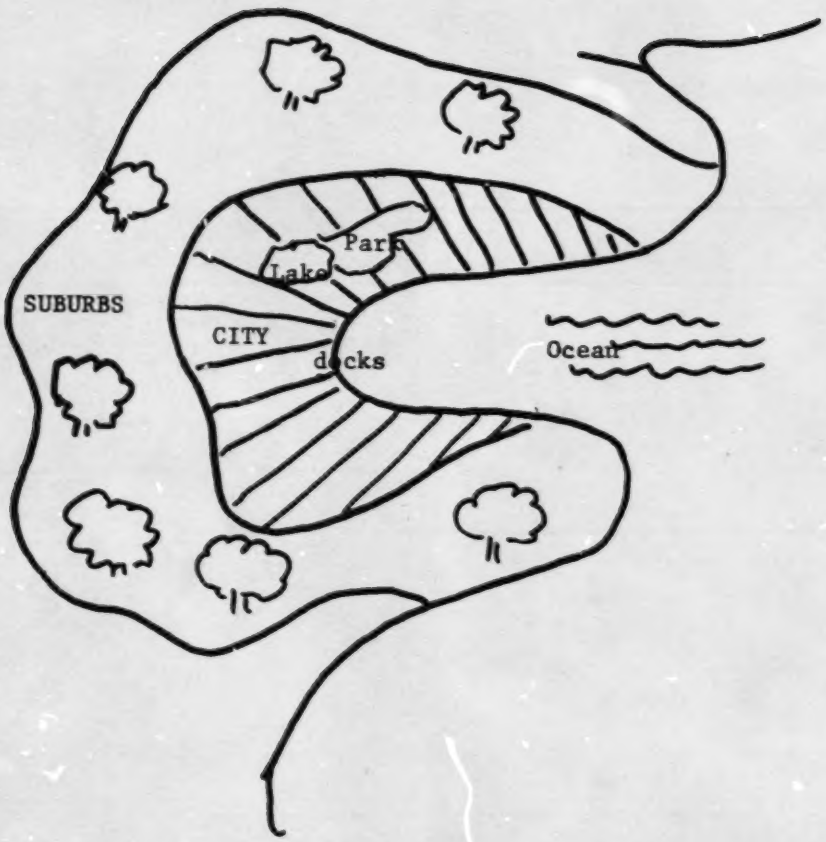
   [Answer: The laws reflect what is held to be importnat and of value to the people -(if the society is democratic). The laws also tell you what kind of behavior is accepted as good and desirable by the people and what is condemned as being bad.]

DAY 4

The following is a map of a modern city and its surrounding area. On this map mark where you think the following items should be and give reasons for placing them there.

1. The school
2. The city hall
3. The post office
4. The fishing industry
5. The paper industry
6. The shopping area
7. Your home.

(next page, the map)



(the shaded area is the city)

UNIT III - Peopling the American Colonies

DAY 1

1. a) What is the main difference between an English farm area and an American farm area during the colonial period?

   b) How would this affect the population growth in each area?

   [Answer: (a) the English farms were much more densely populated; land was scarce and the homes were close together. But in the American farms land was abundant and each pioneer could build his home on a sizeable piece of land.]

   [Answer (b); The scarcity of land and the densely populated nature of English farms would tend to inhibit population growth while the abundance of land in colonial America would promote population growth].

2. Why might a colonial farmer want many children from a practical point of view?

   [Answer: Each family was rather isolated in their own piece of land and laborers were not abundant, so the farmer could use the help of his children to work on the farm.]

DAY 2

1. In what ways does the availability of natural resources affect population increase in an area?

2. What particular natural resources available in America had an effect on the population increase in the early colonial period?

   [Answer: The rich fertile land and a climate which was good for growing crops.]

DAY 3

1. In country "A" most women got married when they were about 14 years old. In country "B" women did not usually marry until they were about 26 years old. Which country do you think would tend to have larger families? Why?

2. a) What factors in a society would tend to encourage people to marry at an early age?

   b) What factors in a society would discourage people from marrying at an early age?

III, con't.

3. Do you think the U. S. should have laws today that encourage people to get married (such as requiring unmarried people to pay a larger percentage of their income for income taxes than married people)? Why or why not?

   [This is an attitudinal question which should be evaluated on the quality of the reasons given as the basis for the attitude].

DAY 4

1. In country "A" most women marry when they are about 26. In country "B" the average age for marriage is 16. Which country is most likely to have 4 generations living at the same time? Why?

2. Which country in the above question is likely to have a high rate of population increase?

UNIT IV - Census Taking

DAY 1

1. a) Name two kinds of major decisions in the 1700's that were based on population data about the colonists. Why was population data necessary for each of these decisions?

   b) How would each decision be affected if a number of colonists were not counted?

   c) How would decisions, based on incorrect data, affect people's daily life?

2. Name two ways in which some colonists may not have been counted in the early censuses taken by the local officials.

DAY 2

1. Why does the Constitution require that a census of the population be taken?

2. Suppose the members of the House of Representatives were divided equally among all the states without considering their population size. Give two reasons why this would put the large states at a disadvantage.

DAY 3

1. What kind of questions must be decided upon when developing the first census in a country?

2. In the 1790 census there was no uniform census schedule; each marshal usually provided his own pen and paper for each district. Why might it be better to have a uniform census schedule for the whole country?

3. In the 1790 census each person was counted according to where he/she was on August 1, 1790. Give a reason why you might want to count each person by the usual district they live in, instead. Why would the latter information be important?

   [Answer: People may have been visiting a state different from where they usually live on August 1st. It is important to count people where they usually live because many decisions (such as how many members each state should have in the House of Representatives) are based on the number of people living in a certain area.]

IV, con't.

DAY 4

1. The 1790 census was mainly used to find out the number of people in each state and in the U. S. as a whole. The 1970 census is used not only for this but also for many other things.

   List two things the 1970 census is used for that are <u>different</u> from the uses of the 1790 census.
   What <u>new</u> questions were asked on the 1970 census to get information for the two new uses you listed?

2. <u>Why</u> is it necessary that the content and procedures of the census change as a country becomes more developed?

   [Answer: The problems that must be dealt with change as the country changes and therefore more sophisticated censuses are needed to help cope with more complicated issues.]

UNIT V - Changing the West Through Migration

DAY 1

1. What are some factors which you think may affect the male-female ratio of your town?

2. How do these factors compare with the factors which affected the male-female ratio of the country in 1850? (are they the same or are they different?).

DAY 2

1. People who live in Detroit, Michigan, depend largely on work in the automobile industry to provide money to buy food, clothing, etc. If less cars were manufactured this year, how would this affect the people of Detroit?

2. Is there any similarity between Detroit's dependency on the automobile industry and the dependence of the plains Indian on the buffalo? Explain.

3. Why did the white men feel it necessary to destroy the buffalo herds which were the Indians' main resource? Explain.

DAY 3

1. How did the Sioux adapt to the changes brought about by the white man's lifestyle?

2. What are some of the ways in which Indians today are adapting to the society around them?

DAY 4

1. Have there been any changes in the roles played by black Americans in the 1860's and today? Why or why not?

2. Are there any black towns like Nicodemus, Boley and Longston in existence today? Why or why not?

UNIT VI - Industries, Cities and People

DAY 1

1. A certain village consists of 3,000 in habitants who make a living by farming. Since they are poor, each family's portion of land is small; f·milies live rather close to each other. This village has none of the modern facilities and industries to be found in cities.

   a) According to the U. S. Census Bureau's definitions of urban and rural areas, is this village an urban or a rural area?

   b) In your own opinion, should this village be called an urban area or a rural area? Why?

   [Answer (a): Since the area has more than 2,500 inhabitants, according to the U. S. Census Bureau, it is an urban area.]

   [Answer (b): However, the village does not exemplify what is generally considered to be urban - people live by farming and there are no industries. It has more characteristics of a rural community than an urban one.]

   c) How would you tell the difference between an urban area and a rural area? (i.e., what would be your definition of an urban area and a rural area?).

DAY 2

1. State a hypothesis about how the proportion of people living in urban and rural areas would change as a country becomes industrialized.

   [Answer: A possible hypothesis would be - "If a country is becoming industrialized, the proportion of people living in urban areas tends to increase and the proportion in the rural areas tends to decrease, as people go to find jobs in the urban areas with industries"].

2. Give evidence to support your hypothesis regarding the urban and rural population in the U. S. from 1790 - 1970. (It is not necessary to quote exact numbers for urban and rural populations; merely state the general trends and changes that occurred during this time.)

VI con't.

DAY 3

1. Why did towns like Billings, Montana, arise?

2. How did the growth of such towns affect the center of population in the U. S.?

   [Answer: Towns such as Billings along the westward-bound railroad encouraged people to move toward the west. This mass migration caused the center of population to move from east to west.]

DAY 4

1. What was the main natural resource needed for the rise of the auto industry?

2. Did the rise of the auto industry help the growth of urban areas? Explain.

   [Answer: Response should include the fact that, a) the jobs available on the assembly line attracted many people from rural areas to the urban areas; and, (b) other industries developed as a result of the auto industry, and these in turn helped the growth of urban areas].

DAY 5

1. What are some natural and man-made features of a community which would encourage its growth?

2. What are some natural and man-made features of a community which would stunt its growth?

UNIT VII - Changing Populations Through Immigration

DAY 1

Examine the following statements. Some of them are examples of immigration, some are examples of emigration and some may not be examples of either. Write an "I" beside the statements which are examples of Immigration. Write an "E" beside the statements which are examples of Emigration. Write an "N" beside the statements that are not examples of immigration or emigration.

_____ 1. In 1955, 34,975 people left Italy.

_____ 2. Many people died in Africa during a famine.

_____ 3. Around 1840 many people left Ireland due to the famine.

_____ 4. In 1770 the population of New York was 210,000.

_____ 5. "There came to this land on those canoes the man, the fowl, the turtle, the banana plant... Hundreds and hundreds were the people, the malingo who came to this land on that canoe of Hotu Matua the King" - (from: Legends of the South Seas, by Albers, Antony, p. 283).

DAY 2

In the 1880's increased food production in America, Australia and other "new" areas combined with improvements in transportation, flooded European markets with cheap grain and meat. Local (European) farmers could not compete. In northern Europe farmers tended to become industrial workers, but in unindustrialized countries like Greece, Italy and Russia, large numbers of peasants, no longer able to exist on the land, decided to seek new opportunities in America. (The American Heritage Pictorial Atlas, p. 268).

VII, con't.

1. According to this statement what changes occurred after the 1880's the prompted certain Europeans to leave their home countries?

2. Which countries in Europe were most affected by these changes as far as employment was concerned? Why were these countries hit harder than others?

3. Which class of people in these European countries were most affected? Why?

4. What did these people decide to do in order to solve their problem of unemployment?

5. From his statement, and the articles you read before in class about Russia, Poland and Ireland, what are the basic reasons for people wanting to leave their country? What were the basic things which attracted them to America?

DAY 3

The graph tells you how many immigrants came to the U. S. from foreign countries between the years 1821 to 1921. The height of each verticle bar tells you how many immigrants came to the U. S. from that country during the particular year written beneath the bar. Use the information in the graph to answer the following questions.

1. Between 1821 and 1880, from which countries did most of the immigrants come to the U. S.?

2. Between 1880 and 1921 from which countries did most of the immigrants come to the U. S.?

3. From the information in the graph and what you learned in class (for Day 3) do you think the following observation is true of false? "Before 1880 Northern Europe provided a large portion of the new settlers. After that, however, the flow of immigrants to the U. S. came mainly from Eastern and Southern Europe."

   Give evidence in support of your answers.

DAY 4

In the 1920's a major wave of immigration from Mexico to the United States began. Poor, under-educated, dark-complexioned, Catholic Mexicans came

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UNIT VII
Day #

Citation: Atlas of U. S. History, Inc., Maplewood, New Jersey, p. U-38.

VII, con't.

to the southwest, attracted by the demand for cheap labor in the fields and orchards. For many years these Mexican immigrants led poverty-stricken lives in squalid slums, receiving no attention from the rest of America.

The Mexicans, while being as eager as any other people to earn a decent living, had not looked for much help from non-Mexicans, or shown any eagerness to adopt American life-styles as part of trying to overcome poverty. They did not want to reject their own culture, of which they were very proud, in order to become Americanized. For the Mexican immigrant life was a continuous struggle. Sometimes the Mexican struggled with life by singing in the face of hardships; sometimes he sought strength for the struggle in wine, in marijuana, or in intense religious actions. Native Americans observing this behavior of the Mexican-Americans, but failing to understand them, labeled the Mexican immigrants as being a "lazy people who did no useful work".

(Adapted from The American Heritage History of the American People. by Weisberger, Bernard A., American Heritage Publishing Company, Inc., New York, pp. 349-352.)

1. Do you think the Mexican immigrants adjusted well to the new (American) culture and were accepted by the native Americans? Explain why or why not.

2. According to the above article, what may have been some of the reasons why Mexicans were or were not well accepted by the native Americans?

[Answer: The Mexicans were obviously not well accepted into American culture. Some of the reasons for this are:
--The Mexicans came from a very different socio-cultural background.
--They were poor and not as educated as most Americans.
--They looked different - they were dark complexioned.
--Their ways of struggling with hardships (i.e., by singing, drinking wine, etc.) were very different from the ways Americans felt one should behave, and were often misunderstood by native Americans.

VII, con't.

Apparently Americans were not willing to accept a different people with different ways of life].

DAY 5

1. Look at the table which gives the percentages of immigrants to the U. S. from different parts of the world. It shows a change in the main sources of immigrants to the U. S. during the '60's.

   a) Do you think the abolition of the national origins quota system in 1965 may have been the cause of this change? Why?

   b) The potential immigrants from which areas seem to have been restricted most by the quota system before 1965?

   c) How might this change in the immigration law (i.e., abolishing the national origins quota system) affect the composition of the American population in the future?

Percent of Total Immigrants to the U. S.

YEAR	NORTHERN AND WESTERN EUROPE	SOUTHERN AND EASTERN EUROPE	ASIA
1953	40.2	14.5	4.6
1964	27.4	14.1	7.1
1966	17.7	20.6	12.3
1967	17.2	23.8	17.6

Citation:

Effects of Immigration Act of 1965 on Selected Population Characteristics of Immigrants to the U. S. by Charles B. Keely, in Demography, Vol. 8, No. 2, p.

UNIT VIII - Population

DAY 1

1. How many different ways are there by which the population may decrease? (consider an increase or decrease in each of the components - births, deaths, immigration and emigration). What are these different ways?

2. Are any or all of these different means of decreasing the population (answer to question 1) subject to human control in any way? Which ones are, and how?

3. A small town had 2,500 people in it on March 1st. Within the next month 100 people died, 160 were born, 15 left town. A new industry was begun in that town and 225 people who were needed in the industry moved into town. These were the only immigrants during this month.
   a) what was the population on April 1st in this town?
   b) if the town's people felt that their population was growing too fast which of these population components (births, deaths, immigration and emigration) do you think they should change and how? (increase or decrease?). Write another way in which the population could be decreased. Explain why you think the first method is better than the second for decreasing the population of this town. (There is not necessarily one right answer - the merit of your answer depends on the reasons you give in explaining it.)

   [Answer (b): The student should indicate one of the following ways to decrease the population: Decrease the number of births, decrease the number of immigrants; increase the number of emigrants; or, increase the number of deaths.

   Then he should indicate a different method, and explain why he thinks the first is better than the second method. Ex. - The student might say the number of births should be decreased in preference to the alternative of decreasing the number of immigrants. An acceptable rationale would be that the immigrants are needed for the continuance of the new industry which would hopefully bring prosperity to the town. Therefore, its preferable to decrease births rather than immigrants.

DAY 2

1. Country A had the following statistics for population growth:
   Population in 1971 -- 6,300,000
   Population in 1972 -- 6,500,000

   The statistics for population Country B were:

   Population in 1971 -- 104,660,000
   Population in 1972 -- 106,000,000

VIII, con't.

Which of these countries had a more rapid rate of increase during that one-year period? Show your calculations and give the rate of increase for each. Which country has a larger increase in population?

2. Someone tells you that country "x" has a population of 2.5 million and country "y" has a population of 11.3 million and asks you which country in your opinion has a greater problem with population growth. How would you answer? Is there any other information you would want to know before you gave an answer? If so, what kind of information and why?

[Answer: The size of a population in itself does not tell you that there is a population problem. You would have to know the rate of population increase in each country before answering such a question.]

DAY 3

The following is part of an interview conducted in a village of a country.

Question: "How many children do you think an ideal family should have?"

The majority were represented by the following reponse:

"More children are better if people have the means and facilities to bring them up. If poor, then few children will be better. But what can we do? We have as many as we are destined to have. In any case, it is better to have more boys than girls. Girls are economic and emotional liabilities. If we do not have adequate money we would prefer boys. Boys mean wealth, prestige and security in old age and carrying on the family name. The more boys, the better."

Question: "Would you employ means of birth control in order to limit the size of your family?"

A few answered:

"We consider it a misfortune to have too many children. It makes things difficult for a family. Provided one is not destroying life, she is quite justified in preventing pregnancy."

The majority contributed to the following view:

"If a dead soul wishes to be born into your family, it would be a terrible sin to prevent its birth. We will pay for such acts in our next life. Children that are to be born to you must be allowed to be born. That is how life goes on. We cannot or should not prevent this."

VIII, con't.

[Adapted from an article by Bryce Ryan: "Institutional Factors in Sinhalese Fertility". Milbank, Memorial Fund Quarterly. V. 30, (1952), pp. 367 - 372].

1. a) Do all the people in this village seem to have the same attitude toward family size and birth control?

   b) Would the majority of the families tend to have a small (2-3 children) or large (5 or more children) family size?

   c) If some did limit the size of the family what reason might they give for it?

   [Answer: They would probably say they could not afford to take care of more children).

   d) Look at the response to the first question. If you were a poor person in this community and these were your attitudes and beliefs, would you have a conflict in deciding whether to limit your family size or not? If so, which attitude/belief would be for and which against limiting your family size?

2. In country "A" many people used to die due to epidemics of cholera. However, in the years 1936-1939 a vaccine against cholera was introduced and the deaths due to cholera were reduced drastically in this short period of time. About the same time health care and nutrition was greatly improved. On the demographic transition graph given for this country are marked bars, x, y & z, which indicate the birth and death rates during different periods of time.

   a) Which of these bars indicate the birth and death rates for the 1936-1939 period?

   b) Look at the demographic transition wave for country "A". Is it more likely to be a developed country or a developing country? Why?

   c) Was the rapid population increase in country "A" during 1936-1939 mainly due to a rise in birth rates or a fall in death rates, or a combination of both?

   d) In general do people tend to adopt methods decreasing birth rates <u>quicker</u> than they would adopt methods of decreasing death rates? (If means were available for both). Give one reason for your answer.

DAY 4

Look at the cartoon "Merging Traffic"

1. What is the key idea conveyed in this cartoon?

VIII, con't.

[Answer: Should be along the line that the food supply of the world will not be sufficient to feed the ever-increasing population, especially of those continents with large population increases - India, Africa and China].

2. The cartoon implies that the world food supply is equally available to everyone irrespective of which country they live in. Do you think that this is true in the world today? Why or why not?

[Answer: Not all countries have equal power to obtain the food available; some countries have more natural resources than others and some countries can afford to get more food than others (i.e., they have greater buying power).].

3. If you had to draw a similar cartoon showing countries which are now foremost in the competition to use mineral resources such as coal and oil, would the countries be mainly developed industrial countries (like the United States) or developing countries with large populations and high birth rates (such as India)?

[Answer: It is mainly the developed industrial countries like the U. S. tha consume most of the world's mineral resources. (The U. S. which has only 6% of the world's population consumes about 50% of the mineral resources.)].

DAY 5

1. Look at the 1967 age-sex pyramid for France.

   a) Which age group has the smallest percentage of people?

   b) Very few babies were born during war years when compared with other years. If this was the reason why the age group in part "a" have fewer people, around which year do you think the war took place?
   (Hint: This group of people smallest in number were born during the war. How many years before 1967 were they born? Around what year was this?)

2. Based only on the information you can get from 1967 age-sex pyramid for France, give your opinion on the following:

   If there were just enough places in the universities in 1967 for people aged 20-25, do you think they will need to make the universities larger for those who will be 20-25 years old in the following 5 years? Give a reason for your answer.

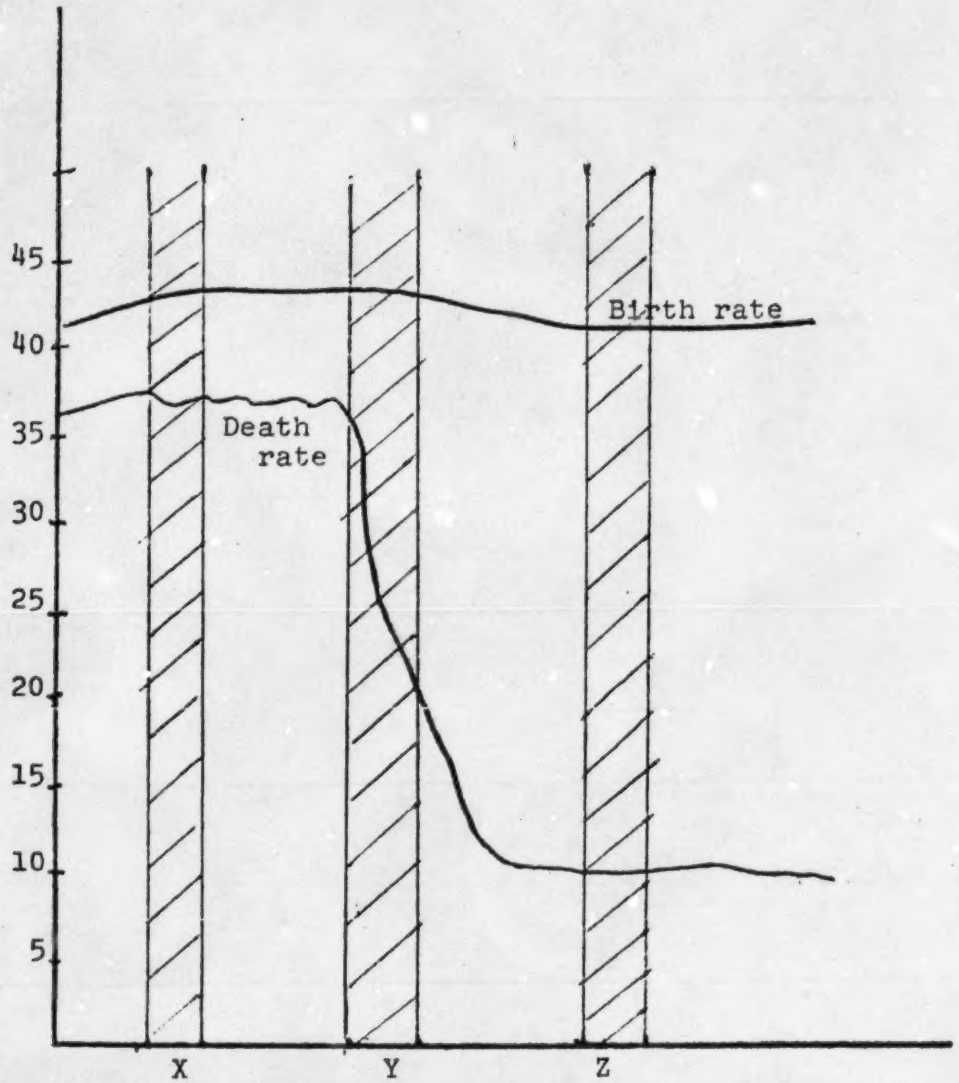
3. Suppose you were born into a family where you were 14 years old and you had 3 younger brothers and 3 younger sisters, and the rest of the people in your house were your parents and your 65-year-old grandfather. Which members in your house would be counted as part of the

VIII, con't.

"dependent" population for the age-sex pyramid that year? If most families in your state were like yours would you say this state has a low proportion of dependent people compared to productive people, or a high proportion?

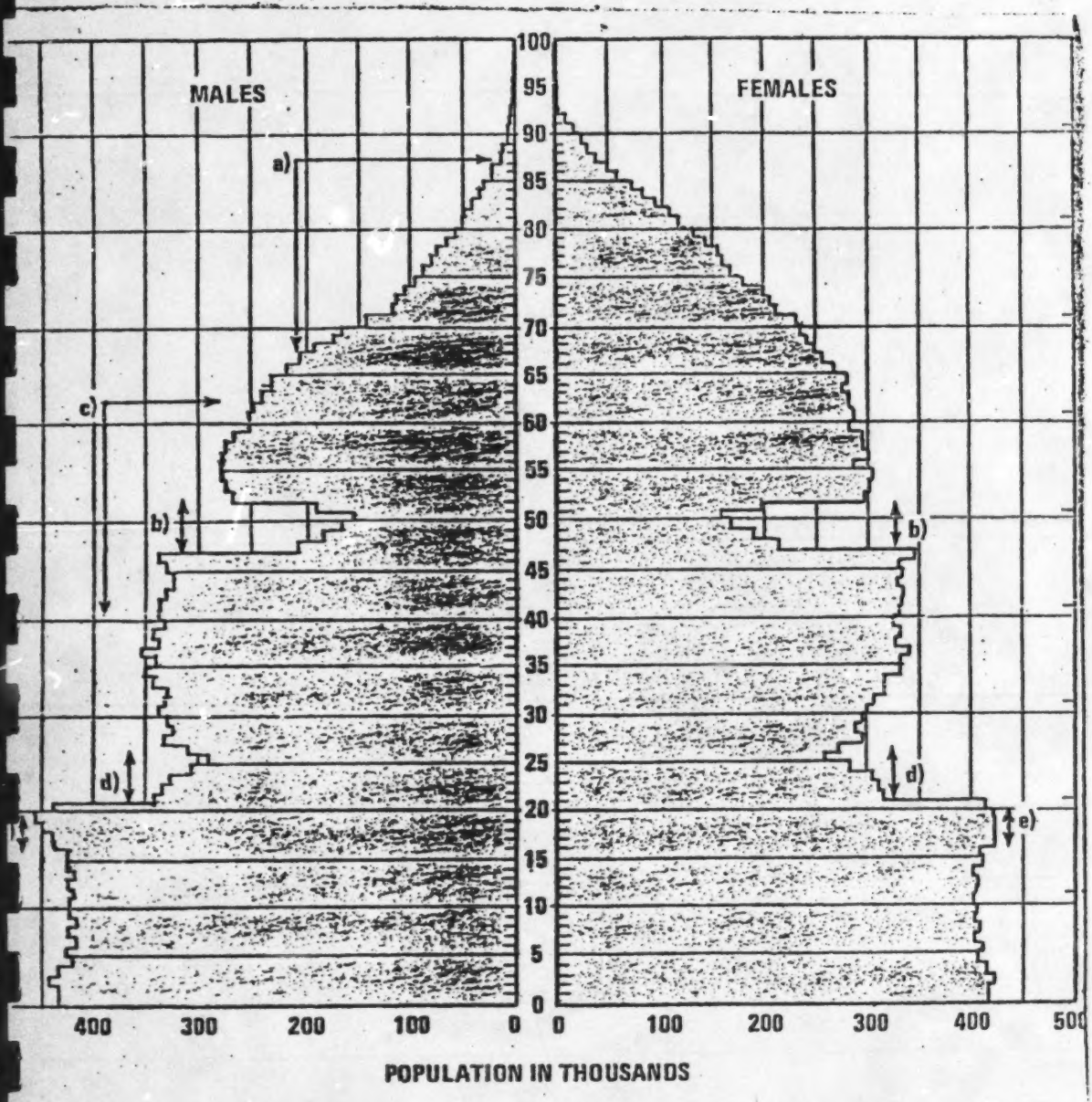
COUNTRY A

Annual Vital Rates (per 1000 population)



MERGING TRAFFIC

Sept. 10, '74 - Atlanta Constitution



Citation: U. S. Bureau of the Census, The Methods & Materials of Demography by Henry S. Shyrock, Jacob S. Siegel and Associates. U. S. Government Printing Office, Washington, D. C. 1973.